

Abstract

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The doctoral thesis examines the role of the teacher in German all-day school, as a specific educational institution with many representative features. The theoretical part describes the context of the role of the teacher in the German all-day school. It is defined all-day school in Germany and described its characteristics.

The doctoral thesis briefly outlines the history of all-day school in Germany as well as current history in each of the German lands. The theoretical part further defines social role, role of teachers and summarizes current knowledge on the profession of teacher in the German all-day school. The empirical part tackles the qusetion of the role of the teacher in the German all-day school, its characteristics and the context in which it takes place.

The research is carried out qualitative strategies, using grounded theory. A concrete result of the research is grounded substantive theory of the role of teachers in the German all-day school. It is also compared with existing theories of the role of teachers.

Keywords: role of teachers, German all-day school, grounded theory.